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ABSTRACT

This packet contains a program guide and Career Merit Achievement Plan (Career MAP) for the implementation of an apparel production program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for apparel production courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment, and supplies, and safety for apparel production classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a listing of sources of 30 print materials, 10 audiovisuals, and 4 computer software programs; and a list of 31 teacher-recommended print materials, 8 teacher-recommended audiovisuals, and 1 software program). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, activity, performance objective, enabling objectives, terms, learning activities with resources, procedures, information sheets, self-check, and performance test. The Career MAP is a checklist, to be kept by student and teacher, of student progress in the competencies required for entry into jobs in the apparel production field. (KC)

ED358339

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

APPAREL PRODUCTION

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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

APPAREL PRODUCTION

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Apparel Production* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Apparel Production in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program-evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Apparel Production* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure program equivalency. Apparel Production programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Apparel Production program is based on occupational competencies and employability skills required for entry into the garment manufacturing industries. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Apparel Production program includes both classroom and practical learning experiences that provide students with career information and job requirements for garment-manufacturing occupations. This program provides students with an initial exposure to the skills and attitudes associated with careers in related garment-industry occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Title and Description

Job Title: Power Sewing Machine Operator (786.***.***)

Description: Power sewing machine operators operate power **single-needle and serger power sewing machines** and related equipment in the production of apparel in an assembly-line environment. They may also be involved in maintenance, packaging, or other functions in apparel production.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Apparel Production courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check each year with your district's marketing education supervisor and the regional program specialist for a current version.

CURRICULUM FRAMEWORK — PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION — EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Apparel Production

CODE NUMBER: Secondary _____ Postsecondary CTE0002

Florida CIP 0420.030101

SECONDARY SCHOOL CREDITS	COLLEGE CREDITS	POSTSECONDARY ADULT VOCATIONAL CREDITS
3	__	__

APPLICABLE LEVEL(S): __7-9 ___9-12 __Postsecondary Adult Vocational

__ Postsecondary Vocational x Other 10-12, 30, 31

CERTIFICATION COVERAGE:			
TAILORING @7	APPRL DES @7	APPRL MFG @7
VOC HME EC @4	GEN HME EC @4	COMM SEW @7
HOMEMAKING @2 @7	HOME EC 1 2	HOME EC OCC 7

I. **Major Concepts/Content.** The purpose of this program is to prepare students for employment as power sewing machine operators (786.***.***), or sewing machine operators, or to provide supplemental training for persons previously or currently employed in this occupational area.

The content includes, but is not limited to, stitching fabric on commercial power sewing equipment, garment construction techniques, use and care of equipment and tools, employability skills, leadership and organizational skills, and identification of entrepreneurship skills.

Listed below are the courses that comprise this program when offered at the secondary level:

8506010 Apparel Production 1
8506020 Apparel Production 2
8506030 Apparel Production 3

II. **Laboratory Activities.** Instructional and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of power sewing machines, including the single-needle machine and the serger, hand tools and other sewing equipment, and storage equipment for materials and supplies.

III. **Special Note.** Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership experiences and for reinforcing specific vocational skills. When available, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan (signed by the student, teacher and employer) which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a workstation that reflects equipment, skills, and tasks that are relevant to the occupation that the student has chosen as a career goal. The student must receive compensation for work performed.

If this program is offered for 450 hours or more, in accordance with **Section 240.149, F.S.**, the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 8.0, Language 8.0. The grade-level numbers correspond to a grade-equivalent score obtained on a state-designated basic-skills examination.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01.0 Identify career and job opportunities.
02.0 Operate and maintain the single-needle power sewing machine.
03.0 Operate and maintain the serger power sewing machines.
04.0 Demonstrate skill in construction and finishing techniques.
05.0 Use and care for equipment and supplies.
06.0 Demonstrate employability skills.
07.0 Demonstrate leadership and organizational skills.
08.0 Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8506000

PROGRAM TITLE: Apparel Production POSTSECONDARY NUMBER: HEV0221

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.

02.0 OPERATE AND MAINTAIN THE SINGLE-NEEDLE POWER SEWING MACHINE--The student will be able to:

02.01 Define construction terminology.
02.02 Identify the parts and functions of the single-needle sewing machine.
02.03 Install needles and thread machines.
02.04 Select, use, and care for tools and equipment.
02.05 Demonstrate safety procedures.
02.06 Thread a bobbin.
02.07 Remove and replace bobbin case.
02.08 Select stitch length.
02.09 Control foot pedal.
02.10 Adjust tension.
02.11 Operate knee lift.
02.12 Select and adjust chair.
02.13 Follow plate gauge for correct seam width.
02.14 Clean and oil machine.
02.15 Remove throat plate and clean hook and feed dog.
02.16 Select and install feet.

03.0 OPERATE AND MAINTAIN THE SERGER POWER SEWING MACHINE--The student will be able to:

03.01 Define construction terminology.
03.02 Identify the parts and functions of the serger sewing machine.
03.03 Install needles and thread machines.
03.04 Select, use, and care for tools and equipment.
03.05 Demonstrate safety procedures.
03.06 Select stitch length and width.
03.07 Control foot pedal.
03.08 Adjust tension.
03.09 Select and adjust chair.
03.10 Clean and oil machine.
03.11 Remove throat plate and clean feed dog.

04.0 DEMONSTRATE SKILL IN CONSTRUCTION AND FINISHING TECHNIQUES--The student will be able to:

04.01 Examine and copy a production sample.
04.02 Interpret verbal and visual directions.
04.03 Demonstrate sewing on a knit fabric.
04.04 Demonstrate sewing on a woven fabric.
04.05 Identify and match garment pieces using markings.
04.06 Follow instructions.
04.07 Interpret work tickets.
04.08 Control machines.
04.09 Manipulate fabric while sewing.
04.10 Sew a straight seam.
04.11 Trim threads.
04.12 Ease and gather fullness into a seam.
04.13 Construct darts.
04.14 Apply nonfusible interfacing.
04.15 Demonstrate pressing techniques.
04.16 Remove stitches.
04.17 Match thread with fabric.
04.18 Construct and attach shaped facings.
04.19 Insert center, lap, and fly-front zippers.
04.20 Understitch seams.
04.21 Construct casing and insert elastic.
04.22 Apply quality-control standards and pull damages.
04.23 Construct and attach waistbands and cuffs.
04.24 Construct and attach collars.
04.25 Construct and set-in sleeves.
04.26 Demonstrate hemming.
04.27 Demonstrate assembly-line techniques.
04.28 Demonstrate hand turning.
04.29 Demonstrate speed and efficiency on machines, including the single-needle and serger.

05.0 USE AND CARE FOR EQUIPMENT AND SUPPLIES--The student will be able to:

05.01 Select and use clippers.
05.02 Select and use tweezers.
05.03 Select and use screwdrivers.
05.04 Select and use measuring tools.

06.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

06.01 Conduct a job search.
06.02 Secure information about a job.
06.03 Identify documents that may be required when applying for a job.
06.04 Complete a job application form correctly.
06.05 Demonstrate competence in job interview techniques.
06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
06.07 Identify acceptable work habits.
06.08 Demonstrate knowledge of how to make job changes appropriately.

06.09 Demonstrate acceptable employee health habits.
06.10 Demonstrate customer-relations skills.

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

07.01 Identify professional and youth organizations.
07.02 Identify purposes and functions of professional and youth organizations.
07.03 Identify roles and responsibilities of members.
07.04 Work cooperatively as a group member to achieve organizational goals.
07.05 Demonstrate confidence in leadership roles and organizational responsibilities.
07.06 Demonstrate commitment to achieve organizational goals.
07.07 Develop a personal growth project.

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

08.01 Define entrepreneurship.
08.02 Describe the importance of entrepreneurship to the American economy.
08.03 List the advantages and disadvantages of business ownership.
08.04 Identify the risks involved in ownership of a business.
08.05 Identify the necessary personal characteristics of a successful entrepreneur.
08.06 Identify the business skills needed to operate a small business efficiently and effectively.

FACILITIES

This section includes facility design criteria, a list of suggested equipment and supplies, and safety for the Apparel Production program. For further information regarding Home Economics facilities, see *Florida State Facilities and Equipment Guide for Home Economics Courses and Programs* available from Home Economics Education, Department of Education, Division of Vocational, Adult, and Community Education, Tallahassee, Florida.

Design Criteria

Listed below are the minimum, normal, and maximum square footage space requirements for Apparel Production instructional programs.

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 20 Students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	25	27	29	500	540	580
Laboratory	90	95	100	1800	1900	2000
Classroom Material Storage				70	75	80
Laboratory Material Storage				240	250	260
Student Project Storage				95	100	105
Required Program Space				2705	2865	3025

Classroom/laboratory areas should be designed to accommodate Apparel Production workstations and equipment. Layout tables should be provided.

Suggested Equipment and Supplies

The following list indicates *suggested*, but not mandated, equipment and supplies and is *not* comprehensive. For further information regarding Home Economics materials see *Florida State Facilities and Equipment Guide for Home Economics Courses and Programs* available from Home Economics Education, Department of Education, Division of Vocational, Adult, and Community Education, Tallahassee, Florida.

apparel steamer, hand
automatic hem gauge
bobbin
cleaning brush, machine
clothes brush
clothes hanging racks
commercial bagger
conveyor and pressboard
curved rule
dressmaker's ruler, transparent
dry/steam iron
hem clipper for leather and vinyl
ironing board, home-type
machine, blind-stitch
machine, home-type
machine, power serger
machine, power single-needle
molds for covering buttons
needle guard
point turner
point and seam presser
pounding block and clapper
press cloth
press card
press roll
pressing sleeve roll
pressurized steam iron
production samples
razor blade
scissors, buttonhole
scissors for knit fabrics
seam gauge, machine
shears, dressmaker
shears, electric
shears, tailor's
skirt board
sleeve board
sleeve mitt
tailor's ham
tailor's pressboard
tailor's square
thread clippers
thread rack
tweezers
yardstick
work tickets
zipper foot, regular

Safety

The Florida State Board of Education has established rules for the operation of public schools. Chapter 6A-2 in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Apparel Production programs, it is recommended that strict adherence to the general standards as outlined in these rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan).

Because of the possibility of spreading blood-transmitted disease, students should be required to furnish their own pins and needles. Sharing of these materials should not be allowed.

PROGRAM IMPLEMENTATION

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. Information on the development of Student Learning Guides is also provided in the Appendix. For further information see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Apparel Production program is FHA/HERO. This organization is curricular and is considered an integral part of the instructional program.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Listed below are the certification coverages included in the current Course Code Directory for Apparel Production:

TAILORING @7	VOC HME EC @4	HOMEMAKING @2 @7
APPRL DES @7	GEN HME EC @4	HOME EC OCC 7
APPRL MFG @7	COMM SEW @7	HOME EC 1 2

Professional Organizations and Support Services

Listed below are organizations that provide services to the Apparel Production programs. These organizations may have materials available for distribution to educational entities.

The Fashion Group, Inc., of Miami
330 Greco Avenue
Coral Gables, FL 33146

The Fashion Group, Inc.
9 Rockefeller Plaza
New York, NY 10020

INSTRUCTIONAL RESOURCES

Listed on the following pages are sample material sources available for Apparel Production. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you can become familiar with available materials.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
American Home Economics Association 2010 Massachusetts Avenue NW Washington, DC 20036-1028	X	--	--
Arco Publishing, Inc., Simon & Schuster Reference Division 1 Gulf & Western Plaza New York, NY 10023	X	--	--
Bennett Publishing 866 Third Avenue New York, NY 10022	X	--	--
Bergwall Productions, Inc. P.O. Box 238 Garden City, NJ 11530	--	X	--
Doubleday and Company, Inc. Division of Bantam Doubleday Dell Publishing Group, Inc. 666 Fifth Avenue New York, NY 10103	X	--	--
EMC Publishing 300 York Avenue St. Paul, MN 55101	X	--	X
Fairchild Publishing 7 East 12th Street New York, NY 10003	X	--	--
Gale Research Company Book Tower Detroit, MI 48226	X	--	--

	Print	Audiovisual	Software
Ginn Press Division of Simon & Schuster Higher Education Publishing Group 160 Gould Street Needham Heights, MA 02194	X	--	--
Glencoe Publishing Company 15319 Chatsworth Street Mission Hills, CA 91345	X	X	--
Goodheart-Wilcox Company 123 Taft Drive South Holland, IL 60473	X	--	--
Harper and Row Publishers, Inc. 10 East 53rd Street New York, NY 10022	X	--	--
Henderson Programmed 5 Bee, South Main Henderson, KY 42420	X	X	--
Home Economics Education Association 1201 16th Street NW Room 232 Washington, DC 20036	X	--	--
International Film Bureau, Inc. 332 South Michigan Avenue Chicago, IL 60604	--	X	--
Interstate Printers and Publishers, Inc. P.O. Box 50 Danville, IL 61834-0050	X	--	--
Johnson Reprint Corporation Subsidiary of Harcourt Brace Jovanovich, Inc. 111 Fifth Avenue New York, NY 10003	X	--	--
McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020	X	--	X
Meridian Education Corp. 608 East Locust Street Bloomington, IL 61701	X	X	X

	Print	Audiovisual	Software
Milliken Publishing Company 1100 Research Blvd. Saint Louis, MO 63132-0579	X	--	--
North American Publishing 765 United Nations Plaza New York, NY 10017	X	--	--
Ohio State University Instructional Materials Lab 842 W. Goodale Blvd. Columbus, OH 43212	X	--	--
Oklahoma State Department of Vocational and Technical Education CIMC, 1500 W. Seventh Avenue Stillwater, OK 74074-9990	X	--	--
Oregon State University 101 Waldo Hall Corvallis, OR 97331	X	--	--
Palmer/Pletsch Assoc. P.O. Box 12046 Portland, OR 97212	X	X	--
Prentice-Hall Press Division of Simon & Schuster 1 Gulf & Western Plaza New York, NY 10023	X	X	--
Simplicity Pattern Co., Inc. 200 Madison Ave New York, NY 10016	X	--	--
South-Western Publishing Company Subsidiary of International Thomson, Inc. 5101 Madison Road Cincinnati, OH 54227	X	X	X
Texas Tech University Lubbock, Texas 79409-1037	X	X	--
U.S. Government Printing Office Superintendent of Documents Washington, DC 20402-9325	X	--	--

	Print	Audiovisual	Software
Walch, J. Western Publishing P.O. Box 658 Portland, ME 04104-0658	X	X	--
William C. Brown 2460 Kerper Blvd. Dubuque, IA 52001	X	--	--

Teacher-Recommended Materials

These materials have been used successfully by instructors in Apparel Production in Florida programs.

PRINT

Author	Title	Publisher	Year
Armstrong, H. J.	*Patternmaking for Fashion Design*	Harper & Row	1986
Ashmore, C.	*Risks and Rewards of Entrepreneurship*	EMC Publishing	1988
Brinkley, A.	*Altering Ready-to-Wear*	Chas. A. Bennett Co.	1976
Butterick Staff	*Vogue Fitting: The Book of Fitting Techniques, Adjustments, and Alterations*	Harper & Row	1987
Cabrera, R., and Meyers, P.	*Classic Tailoring Techniques*	Fairchild Publications	1984
Gawne E., and Oerke	*Dress*	Chas. A. Bennett Co.	1975
Hollen, N., and Saddler, J.	*Textiles*	MacMillan	1988
Johnson, J.	*Clothing: Image & Impact*	South-Western	1983
Kawashima, M.	*Fundamentals of Men's Fashion Design*	Glencoe Publishing	1976
Kopp, E., Ralfo, V., and Zelin, B.	*Designing Apparel through the Flat Pattern*	Fairchild Publications	1983
McDermott, I., and Norris, J. L.	*Opportunities in Clothing*	Chas. A. Bennett Co.	1972
Mills, J., and Smith, J.	*Design Concepts: A Career Primer*	Fairchild Publications	1984

Author	Title	Publisher	Year
Oklahoma	*Needle Trades*	Oklahoma State Dept. of Voc. & Tech. Ed.	1978
Palmer, P., and Pletsch, S.	*Easy, Easier, Easiest Tailoring*	Palmer/Pletsch Assoc.	1983
Pizzuto, J.	*Fabric Science, 4th Ed.*	Fairchild Publications	1984
Price, J., and Zamkoff, B.	*Grading Techniques for Modern Design*	Fairchild Publications	1978
Roehr, Mary A.	*Altering Men's Ready-to-Wear*	Mary A. Roehr Custom Tailoring	1987
Roehr, Mary A.	*Altering Women's Ready-to-Wear*	Mary A. Roehr Custom Tailoring	1987
Reader's Digest Staff	*Reader's Digest Complete Guide to Sewing*	Random House	1976
Seigel, D., and Goldman, H.	*Successful Small Business Management*	Books on Demand, UMI	1982
Simplicity Staff	*New Simplicity Sewing Book*	Simplicity Pattern Co.	1979
Stamper, A.	*Evaluating Apparel Quality*	Fairchild Publications	1988
Strum, Grieser, Lyle, and Roberts	*Guide to Modern Clothing*	McGraw-Hill Book Co.	1973
Tate, S.	*Complete Book of Fashion Illustration*	Harper & Row	1984
Tate, S.	*Inside Fashion Design*	Harper & Row	1988
Texas Tech U.	*Clothing Assistant*	Texas Tech Univ.	1976
Vanderhoff, M.	*Clothes, Clues, Careers*	Ginn	1984

Author	Title	Publisher	Year
Webb-Lupe, L.	*Clothing Decisions*	Glencoe Publishing Co.	1987
Weber, J.	*Clothing*	Glencoe Publishing Co.	1986
Weber, J.	*Clothing: Fashion, Fabrics, Construction*	Bennett & McKnight Publishing Co.	1986
Wyllie, E.	*Today's Custom Tailoring*	Bennett & McKnight Publishing Co.	1987

AUDIOVISUAL MATERIALS

Title	Format	Source
Speed Tailoring	35 mm	Pellon
Tips that Fit	35 mm	Pellon
Sewing to Fit	slides & tapes	Butterick Publishing
Careers in Clothing & Textiles	sound filmstrips	Glencoe Publishing Co.
Careers in Management & Consumer Relations	sound filmstrip	Glencoe Publishing Co.
Discovering Fibers & Fabrics	sound filmstrip	Glencoe Publishing Co.
How Clothing Is Made: The Story of Mass Production	film, 14 min.	Phoenix/BFA Films and Video, Inc.
See & Sew Transparencies	transparencies	Butterick Fashion Marketing Co.

SOFTWARE

Title	Format	Source
Design Elements & Principles	Apple II+, IIe, IIc	Orange Juice Software Systems

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Apparel Production programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Sample Student Learning Guide
for
Apparel Production

STUDENT LEARNING GUIDE

As mentioned in Instructional Approach of the *Florida Vocational Program Implementation Guide*, competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent Apparel Production workers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

The following components are often included in a student learning guide.

The **introduction** includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide stating why this topic is important to study and what this guide is about (other information, such as the relationship between this guide and other guides, can be included on this sheet also).

The **objectives** include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies.

The **resources** include instructional materials the student should use to study as well as tools and supplies students should have access to in order to complete this guide.

The **learning activities** include a list of steps students should take in order to master the objectives.

An **information sheet** should be developed if the existing instructional materials do not cover enough content to enable students to master the objectives.

The **self-check** consists of questions designed to help students review what they have studied.

The **activity sheet** is designed to help students practice hands-on tasks for performance objectives (if the SPS does not require hands-on activity, this sheet is not included in the learning guide).

The **written test** is used to measure students' achievement regarding the knowledge objectives.

The **performance test** is used to assess students' achievement regarding the performance objectives.

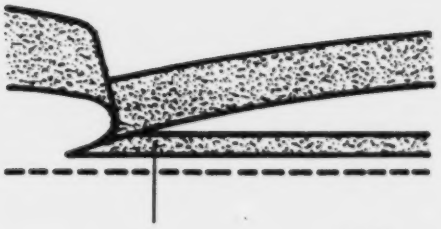
The student learning guide may consist of two or more sets of the above components if the objectives are divided into two or more groups. Whatever format is used for the student learning guide, include these components to incorporate such instructional events as:

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus

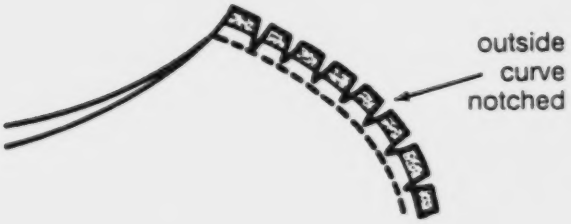
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer

NOTE: The sample Student Learning Guide on the following pages has been adapted from one provided by Ridge Vocational Technical Center, Winter Haven, Florida.

STUDENT PERFORMANCE STANDARD:	Sew Straight and Plain Seams
INTENDED OUTCOME:	Demonstrate skill in construction and finishing technique.
PURPOSE:	The plain seam is the most common method of stitching two edges together. Many edge finishes are applied to this seam. In order to be a successful clothing worker, you must be able to construct a plain seam.



grade



STUDENT PERFORMANCE OBJECTIVES

Terminal Performance Objective:

GIVEN: fabric and sewing supplies,

YOU WILL: Construct plain and top-stitched seams, curved and square-seam corners, and ease in a seam.

HOW WELL: Your performance will be assessed by your instructor using the Performance Test on page 40.

Enabling Objectives:

1. Construct a plain seam.
2. Construct a top-stitched seam.
3. Construct curved-seam corners.
4. Construct square-seam corners.
5. Construct ease in a seam.

Enabling Objective No. 1

Construct a plain seam.

Learning Activities	Resources
1. Read resource #1 to identify the steps in constructing a plain seam.	1. a. Text: *Coats and Clark's A-Z Sewing Book*, pages 222-223. b. Text: *Guide to Modern Clothing*, pages 301-306. c. Text: *Quick and Easy Guide to Sewing Techniques*, pages 114-120. d. Transparencies: Butterick *See and Sew*, Vol. 4, Sew 1.
2. Construct two plain seams using two pieces of fabric, 2 1/2" by 6". Use a 5/8" seam allowance.	2. a. Sewing machine b. Supplies
3. Complete the self-check. Ask your instructor to check your work.	3. Self-check (enclosed)
4. Go on to enabling objective #2.	

Self-Check

DIRECTIONS: Evaluate your work by answering the items below. *All* items should receive a response.

	YES	NO
1. Were the pieces of fabric sewn with the right sides together?	____	____
2. Was the seam allowance even and accurate?	____	____
3. Were stitches secured at both ends?	____	____
4. Was the seam pressed open?	____	____
5. Was the seam flat and smooth?	____	____
6. Were the edges of the fabric together?	____	____

If you received a "NO" response for *any* item, go back and repeat one or more of the learning activities for this enabling objective.

Enabling Objective No. 2

Construct a top-stitched seam.

Learning Activities	Resources
1. Read resource #1 to identify the steps in constructing a top-stitched seam.	1. a. Text: *Coats and Clark's A-Z Sewing Book*, page 225 (top of page). b. Text: *Guide to Modern Clothing*, pages 301-306.
2. Construct three top-stitched seams. Press open seam allowance. From right side, stitch 1/4" on each side of seamline. Use a longer stitch for top stitching. Use two pieces of fabric, 2 1/2" by 6".	2. a. Sewing machine b. Supplies
3. Complete the self-check. Ask your instructor to check your work.	3. Self-check (enclosed)
4. Go on to enabling objective #3.	

Self-Check

DIRECTIONS: Evaluate your work by answering the items below. *All* items should receive a response.

	YES	NO
1. Were the pieces of fabric sewn with the right sides together?	____	____
2. Was the seam pressed open?	____	____
3. Was the top stitching 1/4" from each edge of the seam?	____	____
4. Were the stitches secured at both ends?	____	____
5. Was a longer stitch used for top stitching?	____	____
6. Was the seam allowance even and accurate?	____	____

If you received a "NO" response for *any* item, go back and repeat one or more of the learning activities for this enabling objective.

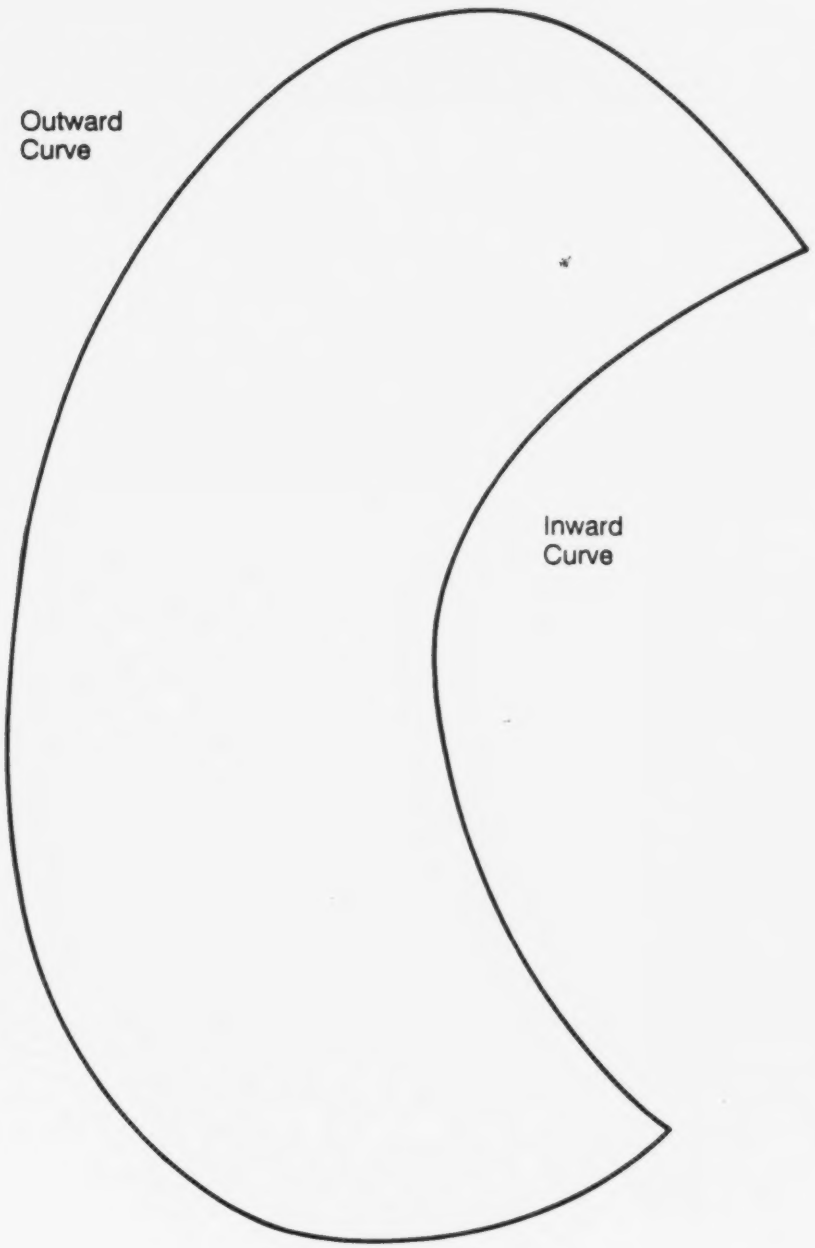
Enabling Objective No. 3

Construct curved-seam corners.

Learning Activities	Resources
1. Read resource #1 to identify the steps in constructing curved corners.	1. a. Text: *Quick and Easy Guide to Sewing Techniques*, page 119. b. Text: *Guide to Modern Clothing*, page 304. c. Transparencies: Butterick's *See and Sew*.
2. Trace pattern.	2. a. Inward and Outward Curve Pattern (enclosed). b. Supplies
3. Construct three inward curve seams using the pattern. Stitch 5/8" (trim, and clip when necessary). Understitch.	3. a. Sewing machine b. Supplies
4. Construct three outward seams using the pattern. Stitch 5/8" (trim, and clip when necessary). Understitch.	4. a. Sewing machine b. Supplies
5. Complete the self-check. Ask your instructor to check your work.	5. Self-check (enclosed).
6. Go on to enabling objective #4.	

Pattern

Inward and Outward Curves



Self-Check

DIRECTIONS: Evaluate your work by answering the items below. *All* items should receive a response.

	YES	NO
1. Was the seam allowance accurate and even?	____	____
2. Were both curves turned and clipped?	____	____
3. Were seams understitched?	____	____
4. Was the fabric sewn with right sides together?	____	____
5. Were seams pressed open?	____	____
6. Were stitches secured?	____	____

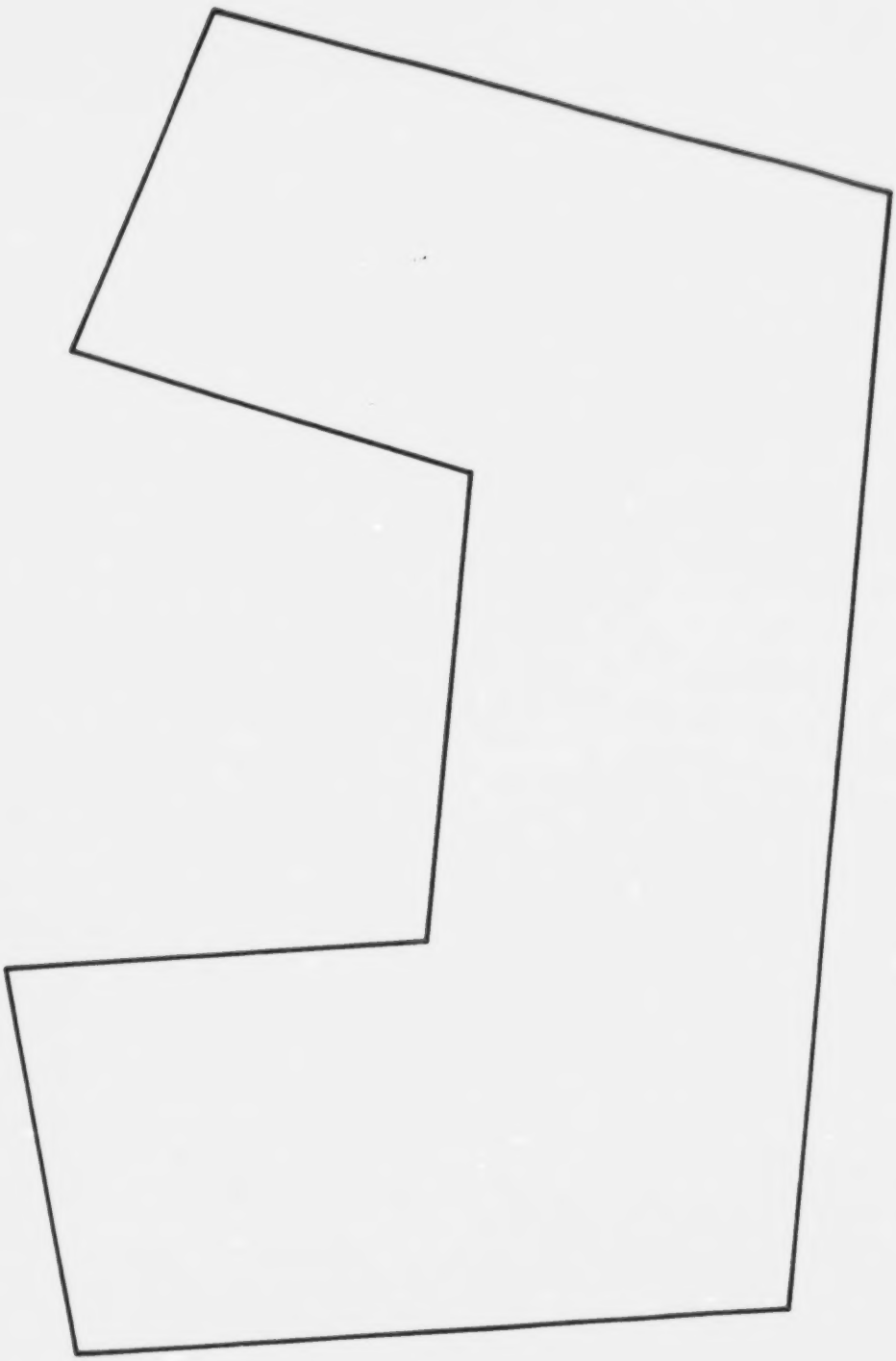
If you received a "NO" response for *any* item, go back and repeat one or more of the learning activities for this enabling objective.

Enabling Objective No. 4

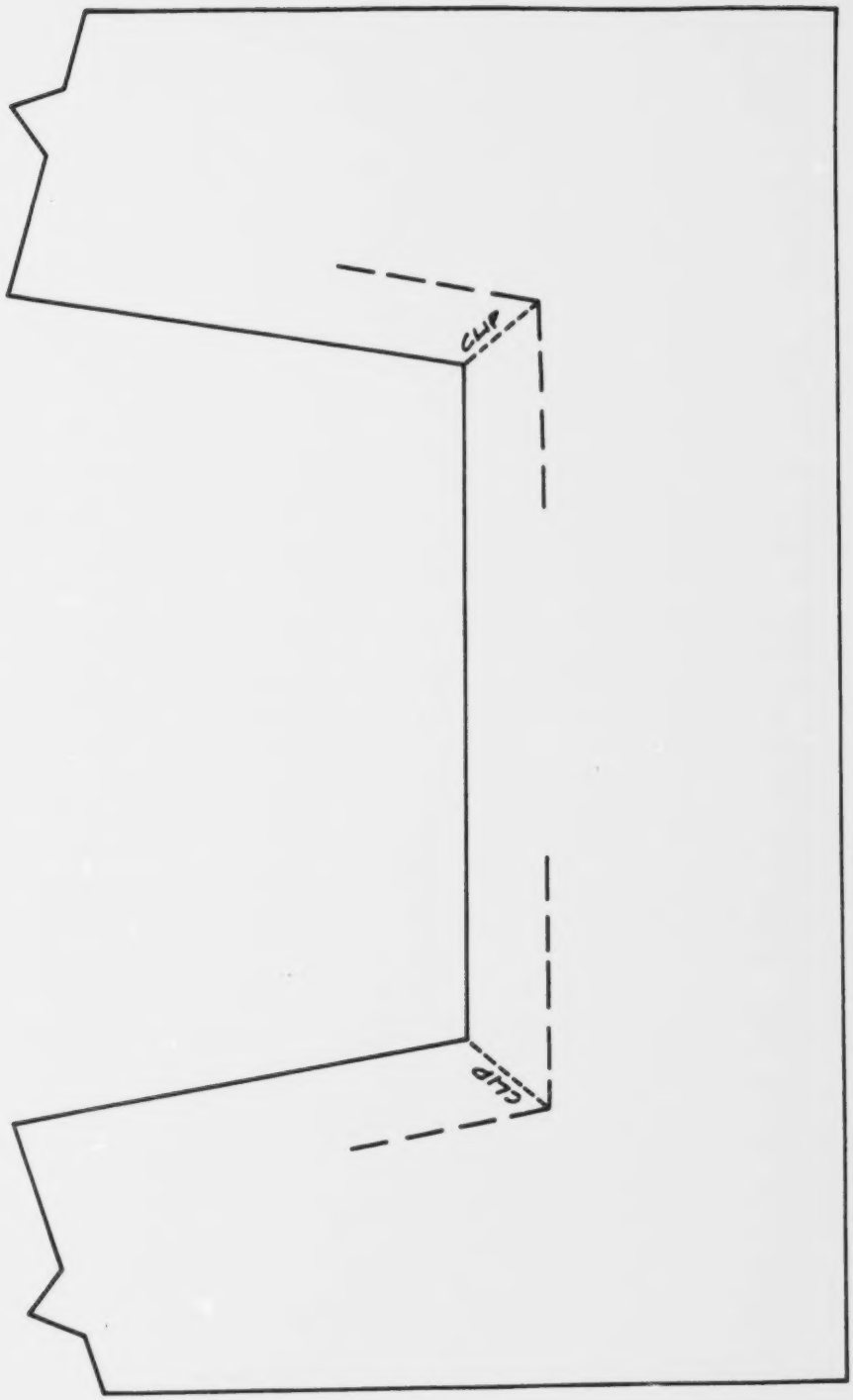
Construct square-seam corners.

Learning Activities	Resources
1. Read resource #1 to identify the steps in constructing a square-corner seam.	1. a. Text: *Quick and Easy Guide to Sewing Techniques*, page 118. b. Transparencies: Butterick's *See and Sew*," Curves and Corners," Vol. 4, Sew 1.
2. Trace two patterns for no. 1 and construct three square-corner seams. Clean finish. Trace two patterns for no. 2 and construct clean finish facing.	2. a. Four patterns (enclosed) b. Sewing machine c. Supplies
3. Complete the self-check. Ask your instructor to check your work.	3. Self-check (enclosed)
4. Go on to enabling objective #5.	

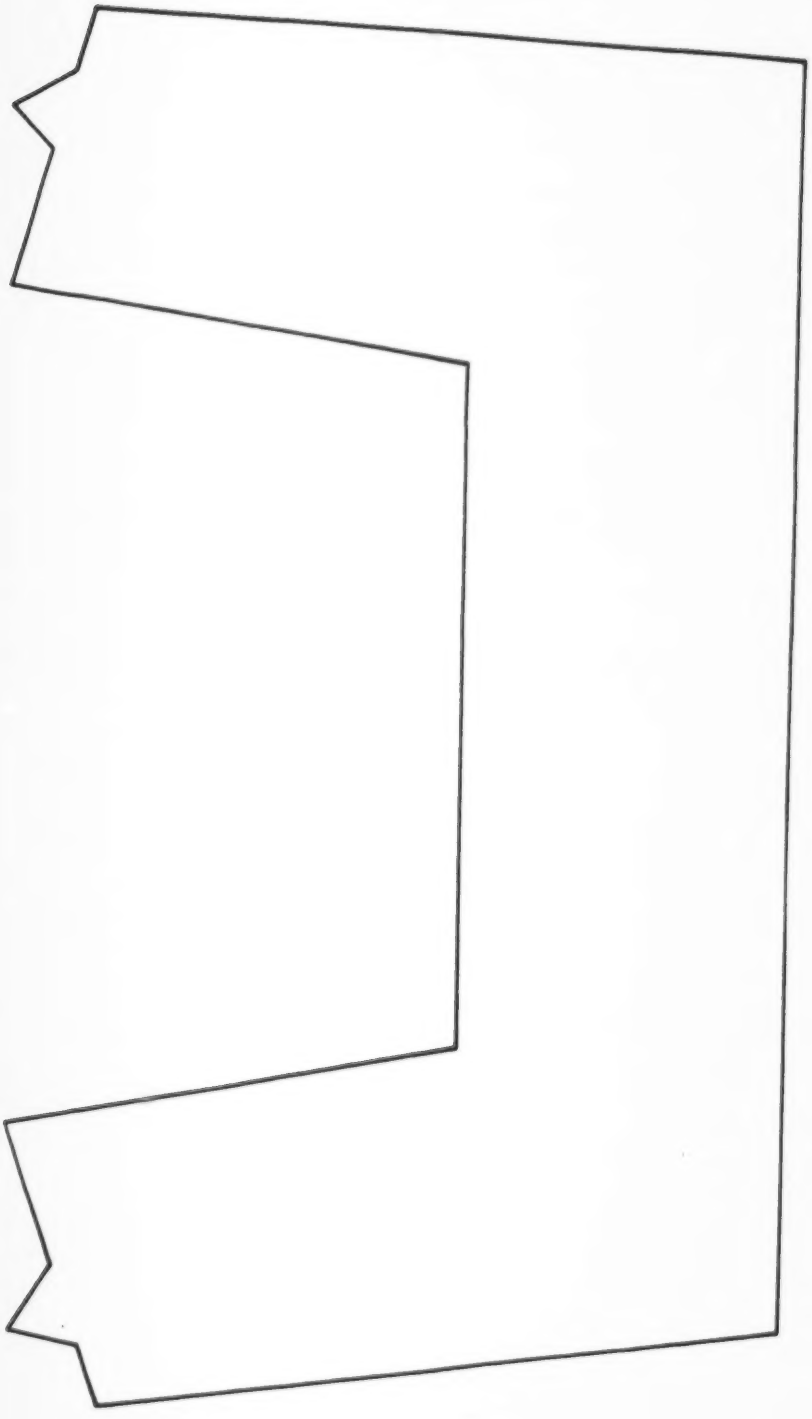
Pattern No. 1



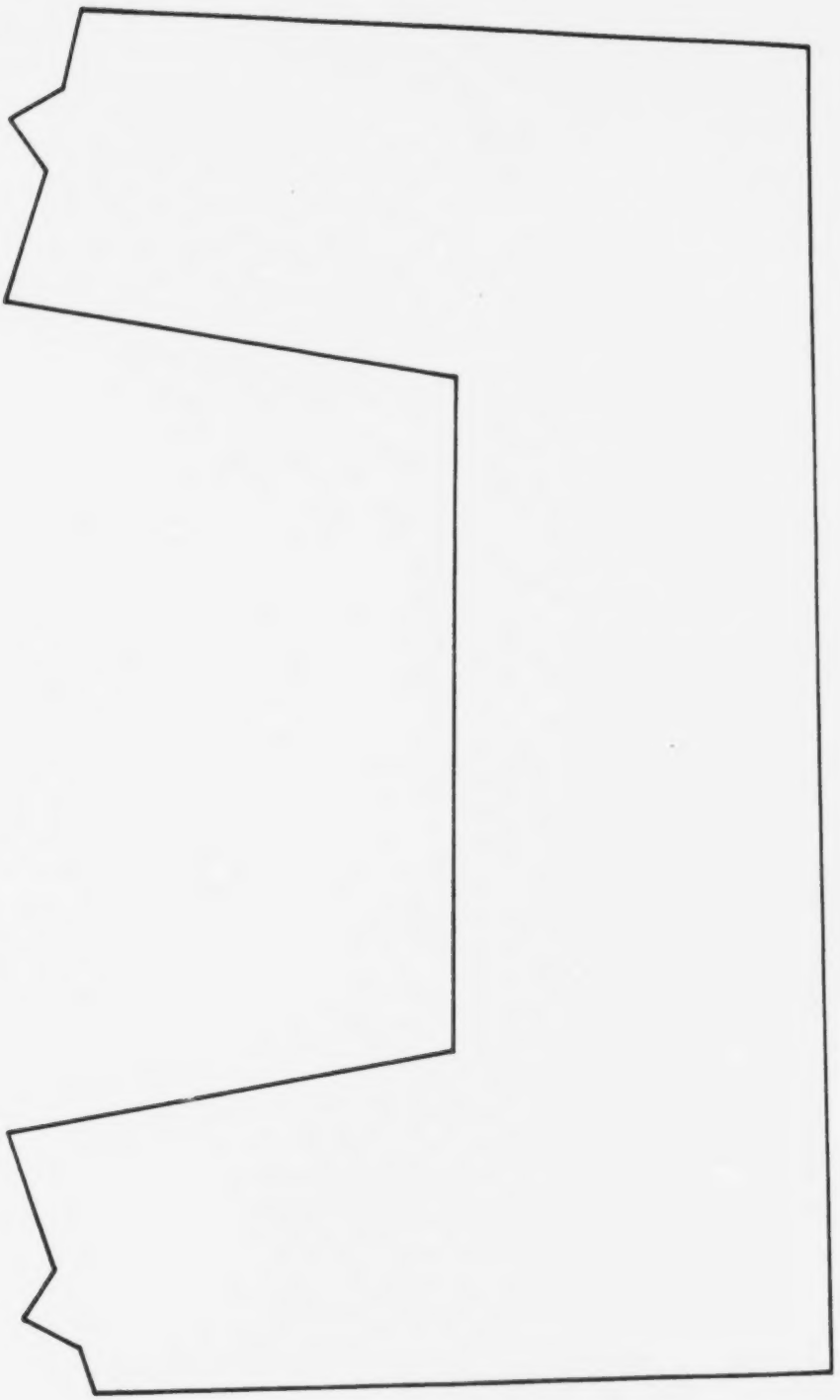
Pattern No. 1



Pattern No. 2



Pattern No. 2



Self-Check

DIRECTIONS: Evaluate your work by answering the items below. *All* items should receive a response.

	YES	NO
1. Were the right sides of fabric sewn together?	____	____
2. Were the edges together?	____	____
3. Were the stitches straight?	____	____
4. Were the corners clipped?	____	____
5. Were the corners square?	____	____
6. Were both corners the same size?	____	____
7. Was the seam understitched?	____	____
8. Was the seam pressed flat?	____	____
9. Were the stitches secured?	____	____

If you received a "NO" response for *any* item, go back and repeat one or more of the learning activities for this enabling objective.

Enabling Objective No. 5

Construct ease in a seam.

Learning Activities	Resources
1. Read resource #1 to identify the steps in constructing ease in a seam.	1. a. Text: *Guide to Modern Clothing*, page 304. b. Transparencies: Butterick's *See and Sew*, "Seams," Vol. 4, Sew 1.
2. Construct three examples of ease in a seam. Cut 6 pieces of fabric, each 2 1/2" by 6". Match the short side of one piece to the long side of another; repeat with other pieces. Ends must meet without any pleats in between.	2. a. Sewing machine b. Supplies
3. Complete the self-check. Ask your instructor to check your work.	3. Self-check (enclosed)
4. When you think you can perform this task, take the performance test.	4. Performance test (enclosed)

Self-Check

DIRECTIONS: Evaluate your work by answering the items below. *All* items should receive a response.

	YES	NO
1. Were both ends of the fabric even?	____	____
2. Was the seam without pleats or tucks?	____	____
3. Were the edges together?	____	____
4. Was the seam pressed open?	____	____
5. Were the right sides of the fabric sewn together?	____	____
6. Were the stitches even?	____	____
7. Were the stitches secured?	____	____

If you received a "NO" response for *any* item, go back and repeat one or more of the learning activities for this enabling objective.

Performance Test 4.10

TASK: Construct Basic Seams

Student's Name _____ Date _____

DIRECTIONS TO STUDENTS: You will construct basic seams. You will be evaluated for attainment of this task, based upon the items listed below.

Critical Items #	**ITEMS TO BE EVALUATED:** For attainment, all items must receive a "YES" response.	YES	NO
1.	Was a 5/8" seam allowance used?		
2.	Were the stitches secured at both ends?		
3.	Were the seams pressed flat?		
4.	Were the seams flat and smooth?		
5.	Were the raw edges of the seam allowance even?		
6.	Was understitching used when necessary?		
7.	Were seams turned and clipped when necessary?		
8.	Were stitches 10-12 per inch?		
9.	Were the notches matched?		
10.	Were the threads clipped close to the edge of the fabric?		

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

APPAREL PRODUCTION

(0420.030101)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

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Florida State University

FOR FURTHER INFORMATION, CONTACT

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

PRIMARY JOB TITLE FOR THIS INSTRUCTIONAL PROGRAM

- Sewing Machine Operators (DOT #786.***.***)

ACKNOWLEDGMENTS

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OVERVIEW

This Career MAP includes the competencies required for entry into the work force as a sewing machine operator. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form and the cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

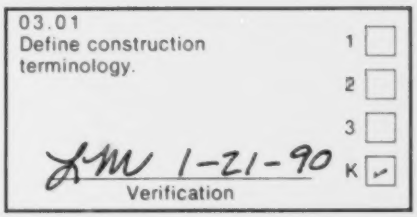
1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:

Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.01 IDENTIFY CAREER AND JOB OPPORTUNITIES.

01.01 Identify occupations in the garment industry. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Identify resources for a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Identify levels of training required for apparel production occupations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Identify duties and responsibilities in apparel production occupations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Identify ways to achieve job advancement in the garment industry. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 OPERATE AND MAINTAIN THE SINGLE-NEEDLE POWER SEWING MACHINE.

02.01 Define construction terminology. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Identify the parts and functions of the single-needle sewing machine. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Install needles and thread machines. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.04 Select, use, and care for tools and equipment. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.05 Demonstrate safety procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.06 Thread a bobbin. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
02.07 Remove and replace bobbin case. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.08 Select stitch length. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.09 Control foot pedal. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.10 Adjust tension. 1 2 3 K Verification	02.11 Operate knee lift. 1 2 3 K Verification	02.12 Select and adjust chair. 1 2 3 K Verification
02.13 Follow plate gauge for correct seam width. 1 2 3 K Verification	02.14 Clean and oil machine. 1 2 3 K Verification	02.15 Remove throat plate and clean hook and feed dog. 1 2 3 K Verification
02.16 Select and install feet. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

03.0 OPERATE AND MAINTAIN THE SERGER POWER SEWING MACHINE.

03.01 Define construction terminology. 1 2 3 K Verification	03.02 Identify the parts and functions of the serger sewing machine. 1 2 3 K Verification	03.03 Install needles and thread machines. 1 2 3 K Verification
03.04 Select, use, and care for tools and equipment. 1 2 3 K Verification	03.05 Demonstrate safety procedures. 1 2 3 K Verification	03.06 Select stitch length and width. 1 2 3 K Verification
03.07 Control foot pedal. 1 2 3 K Verification	03.08 Adjust tension. 1 2 3 K Verification	03.09 Select and adjust chair. 1 2 3 K Verification

03.10 Clean and oil machine. 1 2 3 K _____ Verification	03.11 Remove throat plate and clean feed dog. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

04.0 DEMONSTRATE SKILL IN CONSTRUCTION AND FINISHING TECHNIQUES.

04.01 Examine and copy a production sample. 1 2 3 K _____ Verification	04.02 Interpret verbal and visual directions. 1 2 3 K _____ Verification	04.03 Demonstrate sewing on a knit fabric. 1 2 3 K _____ Verification
04.04 Demonstrate sewing on a woven fabric. 1 2 3 K _____ Verification	04.05 Identify and match garment pieces using markings. 1 2 3 K _____ Verification	04.06 Follow instructions. 1 2 3 K _____ Verification
04.07 Interpret work tickets. 1 2 3 K _____ Verification	04.08 Control machines. 1 2 3 K _____ Verification	04.09 Manipulate fabric while sewing. 1 2 3 K _____ Verification
04.10 Sew a straight seam. 1 2 3 K _____ Verification	04.11 Trim threads. 1 2 3 K _____ Verification	04.12 Ease and gather fullness into a seam. 1 2 3 K _____ Verification
04.13 Construct darts. 1 2 3 K _____ Verification	04.14 Apply nonfusible interfacing. 1 2 3 K _____ Verification	04.15 Demonstrate pressing techniques. 1 2 3 K _____ Verification

04.16
Remove stitches.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.17
Match thread with fabric.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.18
Construct and attach shaped facings.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.19
Insert center, lap, and fly-front zippers.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.20
Understitch seams.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.21
Construct casing and insert elastic.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.22
Apply quality-control standards and pull damages.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.23
Construct and attach waistbands and cuffs.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.24
Construct and attach collars.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.25
Construct and set-in sleeves.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.26
Demonstrate hemming.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.27
Demonstrate assembly-line techniques.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.28
Demonstrate hand turning.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.29
Demonstrate speed and efficiency on machines, including the single needle and serger.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

05.0 USE AND CARE FOR EQUIPMENT AND SUPPLIES.

05.01
Select and use clippers.
1 ☐
2 ☐
3 ☐
K ☐
Verification

05.02
Select and use tweezers.
1 ☐
2 ☐
3 ☐
K ☐
Verification

05.03
Select and use screwdrivers.
1 ☐
2 ☐
3 ☐
K ☐
Verification

05.04 Select and use measuring tools. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 DEMONSTRATE EMPLOYABILITY SKILLS.

06.01 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.04 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.05 Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.07 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.08 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.09 Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.10 Demonstrate customer-relations skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

07.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS.

07.01 Identify professional and youth organizations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.02 Identify purposes and functions of professional and youth organizations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.03 Identify roles and responsibilities of members. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
07.04 Work cooperatively as a group member to achieve organizational goals. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.05 Demonstrate confidence in leadership roles and organizational responsibilities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.06 Demonstrate commitment to achieve organizational goals. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
07.07 Develop a personal growth project. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

08.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 List the advantages and disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.06 Identify the business skills needed to operate a small business efficiently and effectively. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

APPAREL PRODUCTION

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

COOPERATIVE WORK EXPERIENCE COMPETENCIES

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials

Signature

Title

School Name

School Address

Initials

Signature

Title

School Name

School Address

Initials

Signature

Title

School Name

School Address

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers, as shown below.

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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